

For Faculty Consideration to wrap up Fall 2020 and implement in Spring 2021.

Faculty Guidance Page on COVID Site: There are two documents on this site.

- [Recommendations for Teaching in Fall 2020](#). Referred to as Recommendations document here
- [Fall 2020 Teaching and Learning Policies](#): Password protected. Referred to as Policies document here.
 - Please email mgreen1@mines.edu or vdave@mines.edu for the password.

1. Finals week will need to be kept manageable for you and your students. Final exams must be administered remotely. Students cannot be asked to take in-person finals unless students have formal accommodations through DSS. We ask that all exams require no more than 2 hours to complete. They should ideally be administered during the normally scheduled final exam time for your course. If you want or need to allow more flexibility, please don't keep the exam time open for more than 24 hours on the day of the scheduled final exam. If you provide extended time to account for remote time zones and other factors, please communicate to your students that you expect them to spend no more than two hours on the exam, but are simply providing some flexibility. They should not wait until the last two hours to start the exam and should try to complete the exam during the normally scheduled time. We also recommend that major projects, papers, and reports not be due during finals week. If your final exam is outside these constraints, please let your DHDD know your final exam plans in writing one week before finals week.
2. It is reasonable to expect students to participate and have participation grades/assessments built into the course. In this environment, it is important to clearly outline how they will be awarded in the syllabus. Given the time we are in, required attendance cannot be part of the grade. If requiring participation, build assessments that can be completed live/in-person and/or remotely (so students who are expected to be remote can earn the points).
3. Faculty should not require due dates on holidays and non-class days
4. Faculty should not have high stakes assignments (assignments that can heavily impact a student's grade) due after a long break (3-day weekends or longer)
5. Make-up exams should be scheduled at a reasonable time that works well for students as well as faculty. Example: during the week and in normal business hours.
6. Amount of work expected of students outside scheduled class time: 2 hours/credit hour. Faculty are encouraged to reflect on practices in their courses to ensure on average students are not spending more than 2 hours/credit hour outside scheduled class time. Give students 2.5 times the amount of time it would take an instructor/TA to complete the work.

Students are craving interaction and collaboration with their peers. One of the reasons for the high workload perception is the lack of opportunities to work on assignments together. They are feeling stressed (just like all of us) about a lot of things, so school work feels heavier too. This can be addressed by adding more collaborative learning opportunities into courses, in and out of class time. Related to this is students choosing to watch LLC instead of attending live class. Increasing engagement opportunities during class time can help with attendance. Students will attend if they feel like they are missing out on something by not attending and that class time has value to them.